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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 18-19, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Sky View High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Dee R. Ashcroft is commended.

The staff and administration are congratulated for the generally fine program being provided for Sky View High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Sky View High School.

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**Board of Regents Appointments*

12/20/2002

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Dr. Julie Landeen Director of Special Education
Dale Hansen Business Administration
Kirk McRae.....Human Resources

SKY VIEW HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Ashcroft, Dee R.....	Principal
Larkin, Clair C	Assistant Principal
Riggs, Lynette A	Assistant Principal

Counseling

Jenkins, Art	Counselor
Jones, Shane	Counselor
Olsen, Tom.....	Counselor

Faculty

Anhder, Craig.....	Math
Aston, Clinton	Ag. Science
Baldwin, Terrell	U.S. Studies, Golf/Basketball
Barnett, Josh.....	Science
Bingham, Kurt.....	Chemistry
Burningham, Zan	Art
Byrnes, Mike.....	Math
Christensen, Perry	English, P.E., Football Coach
Cooley, Mancy	Business
Cottle, Ed	Math
Crosbie, Amanie.....	P.E., Sociology
Curtis, Sandra.....	Special Education
Damstedt, David.....	Vocational Education
Dyer, Darlee	English, German
Dyslin, Kerry.....	Life Skills Special Education
Erickson, Dave	Ag. Science
Erickson, Kyliann.....	Business/Marketing
Falslev, Dave.....	Driver's Education, Weight Training
Falslev, Kaye Dawn	Family & Consumer Science
Field, Lucy	Special Education
Geddes, Doyle.....	Humanities/ English, Soccer Coach
Given, Sheree	Ceramics
Gohier, Gilles	French, Journalism
Gunnell, Jeff.....	Choir Director
Hall, Jan	Psychology, Athletic Director
Hansen, Heidi.....	English
Hardy, Paul.....	Chemistry, Biology

Faculty cont.

Harris, Lee	Media
Howell, Chris	Social Studies
Jardine, Beckie	Special Education
Jones, K.C.	Business
Johnson, Kaylene	Business
King, Nan	English
Kline, Richard	Orchestra
Knowles, Malayna	Social Studies
Koebbe, Nan	Math
Kunz, Tessa	English, Debate
Letham, Louise	English
Liese, Barbara	Science
Lindsey, Meridene	English
MacQueen, Cathy	Business
Maw, Janet	Family & Consumer Science
Meikle, Juli	Spanish, ESL
Millecam, Jeannie	Art
Parkinson, Cindy	Science
Perkes, Darrin	English
Petty, Nancy	Math
Purdie, Bryan	English
Rigby, Mike	Social Studies
Sadler, Matt	Social Studies
Siddoway, Kris	Family & Consumer Science
Smith, Mark	Social Studies
Speth, Odell	Driver's Education
Stephenson, Jim	Science
Stuart, Missy	P.E./Social Studies
Swenson, David	P.E./Social Studies
Thorne, Rick	Social Studies
Wharton, Nan	Drama
Wiley, Jeremy	Athletic Trainer
Williams, Amber	FACS
Wright, Kyle	Biology
Young, Art	Band

Support Staff

Alder, Kasey	Drill Team & Modern Dance
Ames, Linda	EDNET Facilitator
Archibald, Ron	Custodial Supervisor
Bagley, Bardett	Counseling Aide

Support Staff cont.

Balls, Wendy	Resource Aide
Bingham, Deana	Cafeteria
Buttars, Steven	Custodial
Cartwright, Roger	Custodial
Culver, Lori	Cafeteria
Dahle, Mike	Custodial
Fillmore, Carolyn	Cafeteria Supervisor
Fishburn, Kathy	Registrar
Fitzgerald, John	Pool Manager/Sound & Light
Godfrey, Terry	Custodial
Hedgecock, Robyn	Financial Secretary
Higgs, Tammy	Cafeteria
Hillyard, Casey	Custodial
Hoopes, Errol	Custodial
Hunt, Ann	Attendance Secretary
Jensen, Kathy	Teacher's Aide
Johnson, Greg	School Resource Officer
Larsen, Marsha	Writing Lab Supervisor
Lindley, Keisa	Receptionist & AP Secretary
McDonald, Shana	Cafeteria
Maughan, Annette	Cafeteria
Maughan, Susan	Counseling Aide
Peterson, Cheryl	Lunch Secretary
Pitcher, Judy	Cafeteria
Rock, Melanie	Career Center Coordinator
Swainston, Patty	Custodial
Taylor, Faun	Administrative Secretary
Walker, Ervine	Custodial
Yelton, Suzanne	Special Education Aide

SKY VIEW HIGH SCHOOL

MISSION STATEMENT

The Sky View High School community is dedicated to meet the diverse needs of all students in an atmosphere of mutual respect and safety and to empower them to become lifelong learners and contributing members of society.

BELIEF STATEMENTS

- All students can learn.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students learn best when they are actively engaged in the learning process.
- Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.
- Students need to apply their learning in meaningful contexts.
- The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- A safe and physically comfortable environment promotes student learning.
- Student learning is the chief priority for the school.

MEMBERS OF THE VISITING TEAM

Steven K. Hirase Ed.D. Assistant Superintendent, Curriculum and Instruction,
Murray School District, Visiting Team Chairperson

Julie Barlow, Layton High School, Davis School District

Kathy Ferrin, Layton High School, Davis School District

Craig Jessop, North Ogden Junior High School, Davis School District

Tom Marcheschi, Bonneville High School, Ogden School District

VISITING TEAM REPORT

SKY VIEW HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Sky View High School, built in 1964, is located in the Cache County School District, at the north end of Cache County. Sky View High School currently serves 1,513 students in grades ten through twelve. The school's faculty consists of 62 teachers, three counselors, three administrators, three instructional assistants, and two counseling assistants. Although the principal, Dee Ashcroft, served as an assistant principal at the school prior to the 2002-2003 school year, the administration team is new to the school this year.

Sky View High School was originally constructed as a result of a countywide high school consolidation. The North Cache and South Cache High Schools were combined to create Sky View High School. Until the fall of 1983, Sky View served as the only county school in the district. During that year, in the south end of the valley, Mountain Crest High School was established.

The profile of Sky View High School was a study of the school's role in the community and of programs offered by the school, and it included a wide range of data. The profile incorporates student achievement data (i.e., Stanford Achievement Test – 9th Edition [SAT 9] data, ACT test data, Utah Core Criterion-Referenced Tests data, and Utah Basic Skills Competency Test [UBSCT] data) and local demographic data (i.e., school enrollment count, school dropout rate, free and reduced-price lunch waivers, and attendance data). A parent, student, and staff opinion survey also served as part of the basis for the self-study. The data in the profile is somewhat limited in both scope and specificity, providing a general analysis of student achievement and trends in student performance. Analysis of data related to specific subgroups that make up the school's student enrollment was missing.

a) What significant findings were revealed by the school's analysis of their profile?

Sky View High School has begun the process toward the development of a comprehensive school profile that can be used to identify student achievement trends and students with needs that may not be sufficiently met. Currently, the school profile includes a Stakeholder Satisfaction Survey (Indicators of School Quality) of all stakeholders, Criterion-Referenced Test (CRT) scores, Stanford Achievement Test (SAT) scores, Utah Basic Skills Competency Test (UBSCT) scores, and American College Test (ACT) scores. In addition, the following demographic information was analyzed: school enrollment, school dropout rate, socioeconomic status based on free/reduced-price lunch waivers, attendance, and

student grade information. The data has been used effectively to develop an action plan that meets the needs of the general population.

- b) *What modifications to the school profile should the school consider for the future?*

Sky View High School is encouraged to continue its effort to systematically collect and analyze pertinent student achievement data to guide decision-making at the school and classroom levels and monitor school improvement efforts. In addition, the school should disaggregate (according to gender, ethnicity, English language learners, socioeconomic status, etc.) the data to better determine which students are not learning. Further, the school should consider implementing a systematic means of updating the school's profile on a regular basis.

Suggested Areas for Further Inquiry:

- Patterns of performance based on gender, ethnicity, English language learners, socioeconomic status, grade level, etc.
- Patterns of lower-performing students based on gender, ethnicity, English language learners, socioeconomic status, grade level, etc. (according to SAT and CRT scores).
- School dropout patterns based on gender, ethnicity, English language learners, socioeconomic status, grade level, etc.
- Referrals to alternative programs based on gender, ethnicity, English language learners, socioeconomic status, grade level, etc.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Sky View High School's administration was newly appointed for the 2002-03 school year. Although one of the assistant principals was appointed as the new principal, the former principal did little to begin the Collaborating for Student Achievement process. Therefore, the members of the school's accreditation leadership team had less than one year to complete the process. As a result, some aspects of the process were completed with greater success and in greater detail than others. Despite the limited amount of time, there is evidence to support the

school's use of a collaborative process, whenever possible, to accomplish the majority of the self-study process. The process includes:

Refinement of the Mission Statement:

The school had a mission statement prior to the self-study. The school collaboratively reviewed and revised the mission statement to accurately reflect the beliefs of all of the major stakeholders. The mission statement is the source from which the school's ten belief statements and seven desired results for student learning (DRSLs) are derived.

Articulation of School Beliefs:

The school has developed ten belief statements.

Development of Desired Results of Student Learning:

The school has developed seven DRSLs. In addition to the DRSLs, the school also identified critical attributes and proposed a framework for assessing student progress in each DRSL.

Departmental Analysis:

Each department participated in an in-depth self-study that focused on addressing the Essential Questions for Department Analysis. In addition, each department identified areas of strength and recommendations for growth. The great majority of the departments did not specifically respond to the school's DRSLs.

Organizational Analysis via Focus Groups:

Although the accreditation committee completed the organizational analysis utilizing a focus group structure, the process did not involve all of the major stakeholders. Therefore, although the analysis of the organization's effectiveness is present in the self-study, it may not reflect the views of all of the major stakeholders.

Development of an Action Plan:

The school's action plan was developed predominately by the school's accreditation team in collaboration with the department chairs.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study reflects an analysis of the organization's effectiveness based on the National Study of School Evaluation (NSSE) Survey of Instructional and Organizational Effectiveness. In addition, the school conducted a comprehensive Stakeholder Satisfaction Survey. The Indicators of School Quality survey was administered to students, parents, and staff. The Visiting Team believes the self-study reflects the school's current strengths and limitations.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Sky View High School's desired results for student learning (DRSLs) are as follows:

1. Lifelong Learning
 - Attributes: Demonstrates curiosity, questions
 - Demonstrates intrinsic motivation and a positive attitude for learning
 - Demonstrates responsibility for knowledge amid change
 - Employs efficient, productive study habits
2. Complex Thinking
 - Attributes: Demonstrates problem solving skills
 - Demonstrates ability to reflect deeply
 - Demonstrates ability to employ logic
3. Effective Communicating
 - Attributes: Demonstrates appropriate interpersonal/social skills
 - Communicates clearly in verbal and non-verbal forms
4. Effective Collaborating
 - Attributes: Demonstrates the ability to work with other people in order to solve problems and achieve results.
 - Demonstrates leader/participant roles appropriately
5. Responsible Citizenship
 - Attributes: Demonstrates an understanding of governmental concerns via active involvement
 - Demonstrates and employs global views
 - Demonstrates personal health/well-being responsibility
 - Demonstrates appropriate family role responsibility
6. Good Employee/Employable
 - Attributes: Demonstrates a responsibility for life-long learning
 - Thinks/problem-solves independently

Demonstrates an appropriate work ethic
Demonstrates literacy/numeracy/technical skills
Demonstrates specialized skills
Demonstrates interpersonal/communication skills

7. Developed Character/Ethics

Attributes: Demonstrates respect for teaching and learning
Demonstrates respect for all people and can appreciate difference
Demonstrates personal responsibility for actions
Demonstrates personal honesty
Demonstrates personal kindness/empathy

In addition, Sky View High School identified five goal areas for students and the school, which they have deemed most in need of improvement. Each goal area defines desired results for student learning. The five goal areas are:

1. Better home/school communication.
2. Improve students' writing skills.
3. Improve general English Language Learner/ethnic minority student skills.
4. Bring lower quartile score up to mastery.
5. Improve school climate/camaraderie.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school had a mission statement prior to the accreditation process. Rather than begin the process from scratch, the school administration decided that they would determine whether the school's mission was still reflective of the learning community's (parents, teachers, students, administration) shared vision. Initially, the old mission statement was presented to the faculty. As it was reviewed, the faculty determined that it did not reflect all of the beliefs that they held. As a result, the mission statement was revised to reflect those beliefs. It was then presented to the school's community council, and members were given the opportunity to provide input and to accept or reject the process and/or product. There was no indication that student input was considered in the process.

The mission statement provides the school with purpose and direction and will be the basis for future actions on behalf of the school and its students. However, there is limited evidence to indicate that the learning community is aware of the mission of the school.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The belief statements at Sky View High School were developed utilizing the NSSE's School Beliefs Inventory as a beginning point. The school's belief statements seem to be comprehensive, concise, and reflective of the values important to the school staff. The belief statements are aligned with the school mission and the DRSLs. As with the mission statement, the community council provided feedback and input into the belief statements, but no evidence of student participation was present.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's mission and belief statements align and support the identified desired results for student learning. In addition, each of the school's departments, through their analysis, identified strengths and recommendations for growth that appear to be directly related to the DRSLs.

The Visiting Team believes that the school has made a great initial effort in implementing the DRSLs, and encourages the staff and administration to focus efforts on educating and promoting the school's DRSLs to the general student population and their parents. Through focusing the school's professional development activities and efforts, the school has an opportunity to achieve alignment of the curriculum with the DRSLs.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure that the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

It was immediately obvious to the Visiting Team that each of the departments is working within the state's Core Curriculum and meeting many of the requirements. There is ample evidence that faculty members are very concerned with giving students real-life skills for the future, relating to every content area. Each department stated that it was meeting regularly and working toward individual department goals for improvement. In addition, each department seems to know where its particular strengths and weaknesses can be found. Nearly every person surveyed seemed to know and understand the value of the

“reading” goal set a few years ago. All seem to support that goal by word and by practice. It was rewarding to see the students and staff members reading each day. Clearly, that has made a difference for students. Collaboration across curricula to raise student reading levels should be the model for collaboration on writing improvements.

Sky View’s vision for writing across the curriculum appears to be taking the same course as the school’s reading plan. Many classes have a short writing prompt each period, and a writing assignment regularly. Even courses in which videos were being watched utilized a worksheet that required students to write notes and answer questions about the things they were viewing. It is clear from staff comments that they truly believe they can improve students’ writing skills with these changes. Many remarked on how useful the training on the Six Traits of Writing was, and how well it was incorporated into a series of faculty meetings (instead of demanding a lot of extra time from teachers).

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Sky View’s faculty is a very cohesive and cooperative group. It is obvious that staff members like and admire their colleagues, both personally and professionally. Although staff members have had some disagreements over the disbanding of the honors courses, it seems that most have begun to shape a new vision for the future of the school’s academic goals. The school’s action plan includes many steps that can provide the faculty with opportunities not only to align curricula within their departments, but in cross-curricular directions as well. The school should consider offering more opportunities to learn “best practices for teaching,” as cited in the action plan, utilizing the expertise of members of the staff. As indicated by the department heads, staff development that is provided in such a manner is more useful and provides more opportunities for staff members to collaborate with one another.

Finally, the Math Department has a very clear and coordinated plan for helping students who are struggling by offering after-school instruction. Other departments provide similar opportunities in an informal manner. The school should consider providing additional opportunities for collaboration to meet the needs of the lowest- scoring, ELL, and struggling ethnic students referenced in the action plan. The future seems to be moving in that direction as the “No Child Left Behind” legislation is implemented. This was reflected as the school developed its action plan and goals for improving student skills.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

It was evident that the professional staff, individually and collectively, provides a variety of effective instructional learning experiences. Group work, demonstrations, direct instruction, experimentation, technology-aided instruction, use of visual aids, presentations, and hands-on activities were all observed by the Visiting Team as they visited various classrooms. Teachers should continue to work toward finding opportunities for students to practice what they are learning. The various ATE classes were excellent examples of students engaged in activities that were well designed to give them an opportunity to practice what they had learned.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

This is an area that all schools and all teachers need to be working on continually. Regular education teachers need to continue to communicate with special education teachers for suggestions on working with students with specific diverse needs.

Through observation in various classrooms, the Visiting Team noticed many practices that were used to provide for various needs. Students were moved closer to teachers so the teachers could keep an eye on them. Mentors were being used with some ESL students, and peer tutoring and many other “best practice” strategies were also being used. The woods class for the special needs students is to be commended.

The lack of disaggregated student data does not allow the school or the teacher to adequately identify who is learning and who is not. It is recommended that collected data be disaggregated, analyzed, and the results shared with teachers. The information should then be used to improve decision-making for the benefit of students and student achievement.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The Visiting Team commends the staff on offering additional opportunities to enhance student learning. The Math Department, using their Quality Teaching money and extra days from that program, provide a before- and after-school tutoring schedule. The schedule is made at the beginning of the year and is provided to both parents and students. The REACH program is using grant money to provide a time for students to access a tutor and the writing lab after school. The school has also been working on a 21st Century Grant, which allowed

the Math Department to work towards improving EOL scores in Algebra and Geometry. They have increased the length of their Geometry classes to three trimesters and have seen improvement in scores in both classes. Most AP teachers in each department provide extra study sessions after school. The mentoring program provided by Utah State University allows ESL students to receive extra instruction and clarification of instruction in various classes. The Peer Tutoring class for resource students allows the peer tutors to adapt assignments to various levels of learning. Co-teaching between the Resource Department and various teachers is another way of providing students additional learning opportunities.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The Visiting Team appreciates the efforts made by faculty and staff to participate in and complete the accreditation process. The Visiting Team also appreciate that there was limited time in which to complete the entire process. While the attributes for each DRSL are identified, the process by which they will be evaluated appears to be in the early development stages. Although the school has identified possible measurements/evidence to assess the progress of students toward meeting the DRSLs, a specific plan is not in place.

The Visiting Team would encourage the staff to reexamine their data and disaggregate it. While the school has an accurate picture of who they are in comparison to the school and to others in general terms, the Visiting Team feels that it is critical to disaggregate data to provide a more complete profile of the school.

Once the disaggregated data is used to determine which students are learning and which students are not learning, then appropriate assessments can be developed and/or used to measure the degree to which the desired results for student learning have been achieved. Even though there are DRSLs in place, the Visiting Team did not find evidence to suggest that there are assessments in place that accurately measure them.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

It is the team's feeling that the staff at Sky View High School has a clear understanding and appreciation for the importance of assessments in evaluating student performance. There is evidence to suggest that teachers understand the value of using multiple assessments in that evaluation. Such an understanding is vital if student performance is to be assessed accurately and fairly. This

understanding also assists in providing valid and reliable feedback to students, their families, etc. We would encourage the staff to continue to share among themselves and work towards developing a procedure to concisely identify performance standards and to align/develop appropriate assessments to those standards.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The Visiting Team found significant evidence that the staff at Sky View High School is very concerned with and dedicated to creating an environment where students feel safe and not threatened, and where they are nurtured toward being successful. As assessments are designed and implemented, the Visiting Team is confident that the staff will continue to manifest that same care and concern. As student performance is assessed, it is vitally important that all stakeholders have a clear picture of expectations and how they will be assessed. As the staff develops and implements these assessments, the Visiting Team is confident that the issues of fairness and equity will continue to be addressed.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The administration team at Sky View High School has only served together since the beginning of the current school year. However, it is very evident, through conversations with staff members and parents, that they have been successful in establishing a climate where students and staff feel valued, and in which they expect to succeed. The staff members feel very safe in expressing their opinions, even when they differ from that of administration. Although teachers express understanding that it is the responsibility of the administration to make difficult decisions—and the teachers are willing to support those decisions even if their opinions differ—they also believe that they have sufficient autonomy within their classrooms and departments to make curricular decisions that are aligned with the school's mission, beliefs, and DRSLs.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

The leadership at Sky View High School is beginning to utilize data-driven, research-based decision-making. However, the lack of sufficient data regarding student achievement has been a significant barrier to their efforts. Although the data is limited, the administration recognizes the importance of collecting pertinent information to improve the decision-making process, as well as monitoring school improvement efforts. They also recognize the importance of

disaggregating the data to determine which specific groups of students are and are not making satisfactory achievement.

The school's accreditation team made a significant effort in determining the opinions of all major stakeholders by administering the Indicators of School Quality survey. Although the survey did not indicate any significant problems (i.e., "improvement needed" ratings), no "exemplary" ratings were indicated either.

- c) *To what extent does leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Sky View High School does not presently have a comprehensive assessment system in place. Therefore, progress in student achievement and instructional effectiveness is monitored minimally. The Visiting Team suggests that the school develop a comprehensive assessment system during the term of accreditation.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

As previously indicated, the school administration was appointed at the beginning of the 2002-03 school year. Although the leadership team has not worked together for a significant amount of time, a great deal of evidence exists to indicate that skillful stewardship is present at the school. Comments from many of the stakeholders indicated that this was not always the case. Schoolwide policies and procedures are consistent with the school's beliefs and mission, and contribute to a safe and inviting school climate. The allocation and use of resources, including land trust funds, are aligned with school goals and support the instructional staff.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Although the school is in the beginning stages of the implementation of its action plans and of refining and operationalizing the DRSLs, staff members indicate that the school administration has been willing to allocate resources consistent with and aligned to school goals, the achievement of DRSLs, and school improvement efforts. The school should consider formalizing a process for allocating resources aligned with school goals, DRSLs, and school improvement.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school administration has made a great commitment to empowering the school community, including parents, to be involved in the students' education. It is evident to the members of the Visiting Team, from interviews with parents, students, and staff, that they are encouraged to provide input to determine the school's direction and implement the school's mission. Stakeholders indicated that they felt safe in expressing their opinions, even when they differed from those of the school administration.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The administration, teachers, and staff at Sky View seem to have a collegial relationship that extends beyond just being friendly. Every person indicated that the staff is caring and sharing. Teachers appear to have a genuine affection for the students, and students like coming to school. The students are comfortable in the hallways, classrooms, and at extracurricular activities.

Staff members have stated very clearly that they feel comfortable sharing their points of view when they disagree with decisions that have been made by the administration. However, teachers would appreciate having the opportunity to share their opinions before decisions are made that will affect their departments. Every teacher who was asked said he or she feels comfortable going to a colleague to ask for information or lessons that have been successful. Each one also expressed his or her willingness to share everything he or she has developed in a collaborative effort.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

It appears that some collaboration exists between USU and Sky View High School that is positive and productive. Particular mention is often made of the concurrent classes. Teachers also mentioned businesses' willingness to contribute to the school when asked. However, others expressed frustration at the lack of support they feel from a university that is so close to them, especially given the fact that many of the students graduating from Sky View will attend USU. Parents appear to be supportive of the school in terms of community council, Trust Lands, and parent/teacher conferences. Attendance at the conferences was characterized as "good": 50-60 percent.

Some attempts have been made to articulate student expectations with the elementary schools, middle school, and freshman center, but those attempts have not been very fruitful thus far. Teachers expressed a desire to outline skills that

need to be achieved level by level, yet it was recognized that the school district will need to play a significant role in that process.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The school has engaged in some professional development this year. Teachers especially appreciated and found useful the training on the Six Traits of Writing. This appears to have been implemented across the curriculum. Teachers expect that this effort will be as fruitful for the students as the implementation of the reading program was in the past.

Teachers expressed an interest in being able to choose which workshops and which in-service topics they would be involved in. Some felt strongly that generic in-service does not engage them and is of little use to them. They also feel strongly about not losing valuable class time for teacher training.

The administration expressed a need to continue the district's emphasis on "effort-based learning." Additional training will be required as the school's goals for improvement are more clearly understood by the faculty and staff.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

Teachers seem to be quite accepting of change, but most do not yet have a clear vision of what the change will look like as they implement the action plans identified in the accreditation process. Further training about the schoolwide DRSLs will be an important step in gaining teacher buy-in to the new change initiatives. This is particularly true where additional professional development will be required.

Teachers feel empowered to create change within their classrooms and departments. They are supported by the administration and feel free to discuss prospective change and to ask for opportunities to attend professional development activities that will enhance their skills and knowledge.

CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES (NASCU) STANDARDS I-X

Standard I – Educational Program

This standard is met.

Standard II – Student Personnel Services

This standard is not met. The ratio of students to certified school counselors is 504:1 at Sky View High School.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

This standard was not met at the time of the annual report, October 15, 2002. Six teachers lacked proper endorsements for their teaching assignments.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is met.

Standard X – Activities

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The schoolwide action plan addresses issues of significance that emerged from the development of the school profile, but lacks some alignment with department and focus group reports. The Visiting Team noted to the school leadership team that the focus group reports did not adequately involve all major stakeholders. The leadership team recognizes the importance of involving all stakeholders and is adequately addressing such input in the action plans.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The school leadership team had done an effective job of including stakeholders in the majority of the accreditation process. The commitment of the staff to the implementation of the action plan was evident to the Visiting Team through their interviews. The commitment of the school's community council was also noted by the Visiting Team. However, the Visiting Team did not get a sense of the level of support or commitment to the action plan by the broader school community. The individuals involved in the process were open to suggestions, and the Visiting Team is confident that the school's leadership will implement the school's action plan and the recommendations of the Visiting Team.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The Visiting Team is confident that the school leadership is committed to the continuous improvement process and understands that decisions need to be based on data. As the leadership refines and better defines the DRSLs and action plans, they understand the importance of making modifications based on an ongoing analysis of the data.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The staff at Sky View High School is to be commended for providing an environment in which students feel a great sense of worth. Interviews with many students and parents indicated a strong commitment from staff members to

providing opportunities for student involvement and success. Students indicate that the staff members invest a large amount of time, before and after school, in providing these opportunities. Additionally, the staff is commended for the collegiality that exists within the school.

- The entire school community is to be commended for its conscious efforts in creating a positive school climate in which students feel safe, and which is conducive to teaching and learning. Clear, positive expectations are set for students, and students consistently meet those expectations. A strong sense of community exists within the school.
- The staff and administration at the school are to be commended for their preparation of students for post-high school opportunities. A number of concurrent and AP courses are available for students and the majority of students interviewed took advantage of these opportunities.
- The administration at Sky View High School is to be commended for providing an environment supportive of teachers and students. Teachers feel safe in expressing their opinions and feel that the administration is responsive to their needs, including the allocation of school resources.

Recommendations:

- The Visiting Team recommends that the school continue to refine its self-study document by (1) reconvening focus groups, including all stakeholders, for the purpose of analyzing organizational effectiveness; (2) collecting and analyzing additional data, disaggregating by major subgroups; and (3) aligning the action plan to address the additional findings.
- The Visiting Team recommends engaging the entire staff in collaborative inquiry with respect to the school's DRSLs, including:
 - Development of a schoolwide assessment to determine student progress with respect to meeting the DRSLs.
 - Development of a collective study of best practices and research in the teaching and assessing of the DRSLs.
- The Visiting Team recommends the development of a comprehensive, systematic means of measuring student achievement and progress. The data collected needs to be disaggregated by major subgroups and analyzed to form the basis for future goals, objectives, and action plans. The consistent collection and analysis of student achievement data will validate current school improvement efforts and may also identify student needs that may not be apparent at the present time.